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ABSTRACT

Research studies focusing upon longitudinal assessment of instructional competency revealed that elementary school teacher education students rated themselves relatively high in classroom management, in contrast to reality and to literature on the subject of beginning teachers' performance. A study explored: (1) how classroom management skills are evaluated relative to other instructional skills, and teachers' and students' evaluations; (2) mastery of 10 individual classroom management skills and teachers' and students' perceptions of mastery; and (3) degree to which students improve in classroom management skills during student teaching, and teachers' and students' perceptions of progress. Student self-reports and cooperating teacher reports for 87 elementary school student teachers were examined. Pairwise comparisons and descriptive statistics were employed to analyze the data and answer the research questions. Results indicated that: (1) Teachers and students both rated classroom management relatively high compared to other instructional skills; (2) Teachers and students were in general agreement on the most easily mastered classroom management skills; and (3) Students rated themselves more modestly in the beginning of the student teaching experience and perceived themselves as making greater progress than did teachers, who ranked the student teachers higher at both points with less progress in the interim. (JD)

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COMPETENCY IN CLASSROOM MANAGEMENT:

CONFLICTS IN ASSESSMENT

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In The University of Michigan's series of research studies focusing upon longitudinal assessment of instructional competency, a recent and somewhat surprising finding was that our elementary teacher education students rated themselves relatively high in classroom management, compared to the other seven content areas measured: planning, goals and objectives, evaluation, materials and equipment, activities and content, methods, student guidance and services. This seemed in some contrast to reality and to literature on the subject of beginning teachers' performance, and was, therefore, the impetus for further analysis of the phenomenon.

In this phase the writer included teacher data for the first time and examined in detail the variable of classroom management: the relationship of teacher ratings to student ratings; the reported mastery of classroom management skills relative to other instructional skills; and the relative mastery of the ten individual competencies which comprise the classroom management content area. Reworded as research questions to be answered, these become:

1. How are classroom management skills evaluated relative to other instructional skills? Do teachers and students differ in such evaluations?
2. Are all ten individual classroom management skills equally mastered? Do teachers and students differ in their perceptions of this mastery?
3. To what degree do students improve in classroom management skills from pre-student teaching to student teaching? Do teachers and students differ in their perceptions of this progress?

The sample group for the present phase of research consists of 87 elementary education students whose student teaching terms ranged from Winter, 1977,

through Winter, 1980, and for whom all three self-reports and the final teacher report for student teaching were in our files. (72 also had the final teacher report for pre-student teaching in our files.) A check of demographic data indicated that this sample resembled the total elementary education group very closely. The sample included regular elementary, early childhood, and special education students, all working toward the Michigan Provisional Teaching Certificate. The student self-report form included all 94 instructional competencies in the eight groups mentioned above and was completed by each student before and after pre-student teaching and after student teaching. The teacher forms listed 23 instructional competencies to be evaluated after pre-student teaching and 54 to be evaluated after student teaching.

Pairwise comparisons and descriptive statistics were employed to analyze the data and to answer the research questions.

CLASSROOM MANAGEMENT RELATIVE TO OTHER INSTRUCTIONAL SKILLS

In previous data analyses, student self-report data ranked classroom management skills first, ahead of the other seven content areas in seven of nine rank orderings: at three points in time (before and after pre-student teaching and after student teaching), and for three dimensions of competency (knowledge, demonstration and confidence). The two exceptions were a rank order of "2" in demonstration and confidence at the post student teaching level. (See Table 1) To examine whether this rank order was related to the overall competence of the student, knowledge data were analyzed separately for the highest scoring (25%) and lowest scoring (25%) students and for the total student group. All three student groups ranked classroom management first at all three points in time (See Table 2).*

*The N at that time (1982) was 89 and the data base included all 94 competencies. Subsequent analyses were conducted on the matched data from teachers and students (N-87) with a base of 23 items after pre-student teaching, and 54 after student teaching.

TABLE 1

DESCRIPTIVE STATISTICS: RANK ORDER OF STANDARDIZED MEANS FOR EIGHT CONTENT SUBSCORES, KNOWLEDGE, DEMONSTRATION AND CONFIDENCE DIMENSIONS, AT THREE POINTS IN TIME*

	PRE METHODS-PRACTICUM	POST METHODS-PRACTICUM	POST STUDENT TEACHING
KNOWLEDGE			
Rank Order			
1. Classroom Management	2.6351	CM 3.5361	CM 4.1010
2. Student Guidance Services	2.5338	M&E 3.3600	PLAN 3.9017
3. Materials & Equipment	2.4007	SGS 3.3500	M&E 3.8968
4. Methods	2.3034	PLAN 3.3202	SGS 3.8665
5. Activities & Content	2.2884	METH 3.2669	METH 3.7636
6. Evaluation	2.1330	A&C 3.1942	A&C 3.7468
7. Goals & Objectives	1.9619	G&O 3.1027	EVAL 3.7182
8. Planning	1.7893	EVAL 3.0999	G&O 3.5096
DEMONSTRATION			
Rank Order			
1. Classroom Management	2.6913	CM 3.9083	PLAN 4.7500
2. Student Guidance Services	2.4911	PLAN 3.4551	CM 4.7192
3. Materials & Equipment	2.4007	M&E 3.4391	M&E 4.4707
4. Methods	2.2197	METH 3.2610	METH 4.2611
5. Activities & Content	2.1873	SGS 3.2091	EVAL 4.1290
6. Evaluation	2.0737	EVAL 3.0941	SGS 4.0573
7. Planning	1.9466	A&C 2.9334	G&O 4.0531
8. Goals & Objectives	1.9242	G&O 2.9155	A&C 4.0062
CONFIDENCE			
Rank Order			
1. Classroom Management	2.8603	CM 3.5875	M&E 4.1523
2. Student Guidance Services	2.7229	M&E 3.5785	CM 4.1494
3. Materials & Equipment	2.6679	SGS 3.3686	PLAN 4.0346
4. Activities & Content	2.4735	METH 3.2638	SGS 3.9164
5. Methods	2.4616	PLAN 3.2135	METH 3.8720
6. Evaluation	2.3084	A&C 3.2030	A&C 3.8439
7. Planning	2.2360	EVAL 3.0787	EVAL 3.7948
8. Goals & Objectives	2.2311	G&O 2.9262	G&O 3.5849

* 5 point scale. All increases are statistically significant (.0000)
Base: 94 items in 8 content areas, student data only.

1982 data

TABLE 2

INSTRUCTIONAL COMPETENCY: RANK ORDER OF STANDARDIZED MEANS, KNOWLEDGE DIMENSION FOR EIGHT CONTENT SUBSCORES AT THREE POINTS IN TIME BY TOTAL, HIGH AND LOW SCORING STUDENT GROUPS OF PRE-SERVICE TEACHERS*

GROUP	PRE-METHODS/PRACTICUM MEAN	R.O.	POST METHODS/PRACTICUM MEAN	R.O.	POST STUDENT TEACHING MEAN	R.O.
TOTAL GROUP (N=89)						
CLASSROOM MANAGEMENT	2.63	1	CM 3.53	1	CM 4.10	1
STUDENT GUIDANCE & SERVICES	2.53	2	M&E 3.36	2	PLAN 3.90	2
MATERIALS & EQUIPMENT	2.40	3	SGS 3.35	3	M&E 3.89	3
METHODS	2.30	4	PLAN 3.32	4	SGS 3.86	4
ACTIVITIES & CONTENT	2.28	5	METH 3.26	5	METH 3.76	5
EVALUATION	2.13	6	A&C 3.19	6	A&C 3.74	6
GOALS & OBJECTIVES	1.96	7	G&O 3.10	7	EVAL 3.71	7
PLANNING	1.79	8	EVAL 3.09	8	G&O 3.50	8
HIGH-SCORING GROUP (N=22)						
CLASSROOM MANAGEMENT	3.59	1	CM 4.21	1	CM 4.80	1
STUDENT GUIDANCE & SERVICES	3.56	2	SGS 4.18	2	SGS 4.70	2
MATERIALS & EQUIPMENT	3.33	3	M&E 4.08	3	PLAN 4.69	3
ACTIVITIES & CONTENT	3.22	4	A&C 4.07	4	M&E 4.63	4
METHODS	3.17	5	PLAN 4.06	5	A&C 4.51	5
GOALS & OBJECTIVES	2.94	6	METH 3.97	6	EVAL 4.49	6
EVALUATION	2.93	7	EVAL 3.89	7	METH 4.42	7
PLANNING	2.69	8	G&O 3.83	8	G&O 4.31	8
LOW-SCORING GROUP (N=22)						
CLASSROOM MANAGEMENT	1.62	1	CM 2.82	1	CM 3.39	1
MATERIALS & EQUIPMENT	1.56	2	M&E 2.76	2	M&E 3.23	2
STUDENT GUIDANCE & SERVICES	1.53	3	PLAN 2.64	3.5	METH 3.15	3
METHODS	1.50	4	METH 2.64	3.5	PLAN 3.07	4
ACTIVITIES & CONTENT	1.44	5	SGS 2.58	5	SGS 3.02	5
EVALUATION	1.42	6	A&C 2.37	6	A&C 2.99	6
GOALS & OBJECTIVES	1.20	7	G&O 2.36	7	EVAL 2.93	7
PLANNING	1.09	8	EVAL 2.25	8	G&O 2.82	8

*Pairwise comparisons (t tests) indicated that the high-scoring group scored significantly higher than the low-scoring group ($p < .0000$) for all 8 content area subscores at all points in time. Students were assigned to high-scoring or low-scoring groups according to their total instructional competency scores (1st quartile and 4th quartile of rank-ordered scores). Base: 94 items in 8 content areas, student data only.

1982 data

Group Variable: Classroom Management

In this most recent analyses (1984), a comparison of means for each of the eight group variables (content areas) rated by students and teachers at the end of pre-student teaching and at the end of student teaching reveals that students rank classroom management first both times, and that teachers rank classroom management second both times. Table 3 reveals that the teacher means, with a rank order of 2, are higher than the student means with a rank order of 1, at both points in time. Pairwise comparisons data favored the teacher means over the student means with statistical significance ($p. < .0013$) at the pre-student teaching level. The size of the difference

TABLE 3

RANK ORDER[a] AND PAIRWISE COMPARISONS OF MEANS FOR THE GROUP VARIABLE, CLASSROOM MANAGEMENT, AS REPORTED BY SUPERVISING TEACHERS AND PRE/STUDENT TEACHERS

GROUP VAR	DATA SOURCE	PRE-STUDENT TEACHING MEAN	DIFF	SIG	R.O.	STUDENT TEACHING MEAN	DIFF	SIG	R.O.
Classroom Management	Supervising Tchr	3.9958	.40278	.0013	2	4.2529	.14713	.0637	2
	Student Tchr	3.5931			1	4.1057		NS	1

[a]Rank order of the means for eight groups of instructional competencies

(.40 on a five-point scale) ranked 4th in the rank order of differences by size for the eight competency group variables at that point in time. (See Appendix Table 9)

Pairwise comparisons data at the student teaching level show the difference (.147 on a five-point scale) was not statistically significant ($p. < .06$) and ranked 6th of the eight competency group variables when ordered by size of difference. (See Table 3, also Appendix Tables 7-11)

Individual Variables Comprising Classroom Management

Pairwise comparisons data for seven individual classroom management variables at the pre-student teaching level favored teachers' means over student means with statistical significance in four such instances: Variables 42, 43, 48, and 50. (See Table 4) Mean differences for the other three individual classroom management variables were not statistically significant at the pre-student teaching level. (See also Appendix Table 8)

In a rank ordering by size of the twelve statistically significant differences at the pre-student teaching level, out of 23 instructional competency variables rated by both teachers and students at that time, the four individual classroom management variable differences ranked 7th, 8th, 11th, and 12th, ranging in size from .70 to .38 on a five-point scale. (See Appendix Table 9)

Pairwise comparisons data for ten individual classroom management variables at the student teaching level favored teachers' means over students' means with statistical significance in three such instances: variables 41, 47, and 48. (See Table 4) Mean differences for the other seven individual classroom management variables were not statistically significant at the student teaching level. (See also Appendix Table 10)

TABLE 4

PAIRWISE COMPARISON OF MEANS FOR INDIVIDUAL CLASSROOM MANAGEMENT VARIABLES AS REPORTED BY SUPERVISING TEACHERS AND PRE/STUDENT TEACHERS

IND VAR		MASTERY[a] LEVEL	DATA SOURCE	PRE-STUDENT TEACHING MEAN	DIFF	SIG[b]	STUDENT TEACHING MEAN	DIFF	SIG
42	Develop and maircain an effective rapport with pupils	Easy	Teacher PreStTchr	4.5072 3.8261	.68116	.0000			
43	Stimulate interest and enthusiasm	Moderate	Teacher PreStTchr	4.1176 3.6471	.47059	.0011			
48	Follow classroom and/or school rules and standards	Easy	Teacher PreStTchr	4.4648 3.7606	.70423	.0000			
50	Reinforce goal-related behavior	Difficult	Teacher PreStTchr	3.8000 3.4154	.38462	.0396			
41	Maintain a classroom atmosphere in which pupils feel comfortable	Moderate	Teacher St Tchr				4.3140 4.1047	.20930	.0382
47	Effectively anticipate and respond to classroom management problems	Difficult	Teacher St Tchr				4.0814 3.8023	.27907	.0066
48	Follow classroom and/or school rules and standards	Easy	Teacher St Tchr				4.5814 4.2326	.34884	.0003

[a]Based upon teacher and student mean ratings which were in close agreement

[b]Three of seven such comparisons were not statistically significant after pre-student teaching; seven of ten such comparisons were not statistically significant after student teaching.

In a rank ordering by size of the 30 statistically significant differences at the student teaching level, out of 54 instructional competency variables rated by both teachers and students at that time, the three individual classroom management variable differences ranked 16th, 20th and 29th, ranging in size from .348 to .209 on a five-point scale. (See Appendix Table 11)

To summarize, in response to the first research question, classroom management is rated relatively high compared to other instructional skills, and both teachers and students agree on this generally. The differences are small, and favor teacher means over student teacher means in 16/17 such comparisons, seven of which were statistically significant.

RELATIVE MASTERY OF THE TEN INDIVIDUAL CLASSROOM MANAGEMENT VARIABLES

When means for the individual classroom management variables are rank ordered within the total group of instructional competency variables (54), it becomes evident that not only do classroom management variables as a group rank relatively high compared to other group variables, but some individual classroom management variables rank consistently higher than others. (See Appendix Table 12)

A comparison of the rank order of the seven individual classroom management variables rated after pre-student teaching by both teachers and students respectively, demonstrated the following:

PRE-STUDENT TEACHING
Perfect agreement (same RO by teachers and students)

1-1	Var 42	Develop and maintain an effective rapport with pupils
2-2	Var 48	Follow classroom and/or school rules and standards
3-3	Var 43	Stimulate interest and enthusiasm
7-7	Var 47	Effectively anticipate and respond to classroom management problems

Close agreement (difference of 1 in T/S RO)

T5 S4 Var 41 Maintain a classroom atmosphere in which pupils feel comfortable

T6 S5 Var 49 Take precautions necessary to safeguard the health, safety, and legal rights of pupils

Minor disagreement (difference of 2 in T/S RO)

T4 S6 Var 50 Reinforce goal-related behavior

(See also Appendix Table 13)

A comparison of the rank order of the same seven individual classroom management variables as rated by teachers and students after student teaching demonstrated the following:

STUDENT-TEACHING
Perfect agreement (same RO by teachers and students)

4-4 Var 49 Take precautions necessary to safeguard the health, safety and legal rights of pupils

6-6 Var 50 Reinforce goal related behavior

7-7 Var 47 Effectively anticipate and respond to classroom management problems

Close agreement (difference of 1 in T/S RO)

T2 S1 Var 42 Develop and maintain an effective rapport with pupils

T1 S2 Var 48 Follow classroom and/or school rules and standards

Minor disagreement (difference of 2 in T/S RO)

T3 S5 Var 41 Maintain a classroom atmosphere in which pupils feel comfortable

T5 S3 Var 43 Stimulate interest and enthusiasm

(See also Appendix Table 13)

A comparison of the rank order of all ten individual classroom management variables as rated after student teaching by both teachers and students demonstrates perfect agreement on variables 44 (RO 4-4), 49 (RO 6-6),

and 50 (RO 8-8); close agreement on variables 42 (RO 2-1), 47 (RO 9-10), and 46 (RO 10-9); minor disagreement for variables 43 (RO 5-7) and 48 (RO 3-1), and more disagreement for variables 41 (RO 3-7) and 45 (RO 5-2). (See also Appendix Table 13)

To answer the second major research question then, a summary review of all rank ordered lists including the ranking of the the individual classroom management variables among the total 54 instructional competency variables reveals fairly general agreement that the most easily mastered, from the point of view of the students, and the most clearly demonstrated, from the point of view of the teachers, was the cluster including variables concerning rapport with pupils (V 42), following school rules and standards (V 48), and maintaining creative, clean, comfortable surroundings (V 45), with the students rating V 45 consistently a bit higher than teachers and the teachers rating V 48 consistently a bit higher than students. Just as clearly, the most difficult to master from the student point of view, and the least demonstrated from the point of view of the teachers, was the cluster including variables concerning reinforcement of goal-related behavior (V 50), making transitions smoothly (V 46), and effectively anticipating and responding to classroom management problems (V 47), the last two being the most difficult. Students reversed their rating on 46 and 47 from pre-student teaching to student teaching, rating variable 47 the lowest of all that time.

PROGRESS IN MASTERING CLASSROOM MANAGEMENT SKILLS

One might reasonably expect progress in all skills from the end of the pre-student term to the end of the student teaching term. Based upon student self-report data, all but three of the ninety-four instructional competencies were rated sufficiently higher after student teaching to produce mean

differences with statistical significance (.0000 in most cases).* When these differences were rank ordered by size, the ranking of the ten classroom management variables among all 54 instructional variables rated by both teachers and students was as seen in Table 5.

The skills previously identified as easier to master (45, 48 and 42) do not show the greatest improvement, having already been ranked relatively high in the beginning. Of those identified as more difficult to master, variables 46 and 50 rank 2nd and 3rd of the ten in size of mean gains, while the third and most difficult, variable 47, shows the least gain of all ten (student data). The group variable, "classroom management", ranked 5th among the eight group variables when differences between student self-reported means after pre-student teaching and after student teaching are rank ordered. This difference was statistically significant ($p < .0000$), (See Appendix Table 14)

A parallel approach to measure student growth in classroom management skills might be to measure the change between the supervising teachers' rating after pre-student teaching and after student teaching. Considerable caustion must be exercised in any such comparison, however, since these are two different groups of teachers, and since the number of variables being rated differs from pre-student teaching (23) to student teaching (54). Pairwise comparisons of the means for the 22 variables common to both rating forms, revealed that 16 of them were rated significantly higher after student teaching, as would be expected. Table 6 lists the three classroom management variables that were among the 16; mean differences were small.

*The three non-significant differences were in physical education and music methods which most students do not elect, and in goals and objectives which they study so intensively during pre-student teaching that little progress can be expected during student teaching.

TABLE 5

RANK ORDER BY SIZE OF THE MEAN DIFFERENCES,
PRE-STUDENT TEACHING TO STUDENT TEACHING, FOR
10 INDIVIDUAL VARIABLES OF CLASSROOM MANAGEMENT,
STUDENT SELF-REPORTS

VAR	R.O. (54)	MEAN* DIFF	EASY/ DIFFICULT	STATEMENT
44	12	.57746	M	Maintain expectations so that most children are able to meet them
46	16.5	.54167	D	Make transitions smoothly (between activities lessons, physical movements, periods of time)
50	19.5	.52778	D	Reinforce goal related behavior
49	25.5	.45883	M	Take precautions necessary to safeguard the health, safety and legal rights of pupils
45	28	.45070	E	Maintain creative, clean, comfortable, attractive surroundings
48	30	.44444	E	Follow classroom and/or school rules and standards
43	33.5	.43662	M	Stimulate interest and enthusiasm
42	37.5	.42254	E	Develop and maintain an effective rapport with pupils
41	42	.40845	M	Maintain a classroom atmosphere in which pupils feel comfortable
47	45.5	.40278	D	Effectively anticipate and respond to classroom management problems

*Five-point scale.
All differences were statistically significant, V 47 at .0001, the rest at .0000.
"Difficult" was determined by relatively low rank ordered means.
The group variable V 67, classroom management, was ranked 5th of 8 instructional competency group variables with a mean difference (progress) of .46389 on a 5 point scale which was statistically significant ($p < .0000$).

TABLE 6

RANK ORDER BY SIZE OF THE MEAN DIFFERENCES, PRE-STUDENT TEACHING TO STUDENT TEACHING, FOR THREE INDIVIDUAL VARIABLES OF CLASSROOM MANAGEMENT, TEACHER REPORTS

VAR	R.O. (22)	MEAN* DIFF	SIG	EASY/ DIFFICULT	STATEMENT
47	13	.48571	.0044	D	Effectively anticipate and respond to classroom management problems
49	14	.48529	.0105	M	Take precautions necessary to safe-gard the health, safety and legal rights of pupils
41	15	.47826	.0200	M	Maintain a classroom atmosphere in which pupils feel comfortable

*Five-point scale
"Difficult-moderate-easy" determined by relative rank order of means.
There was no statistically significant difference in teacher means for the group variable, "classroom management," pre-student teaching to student teaching.

Four of the seven individual classroom management variables and the "classroom management" group variable were not ranked significantly higher by teachers after student teaching, as compared to pre-student teaching. A partial explanation for this may be found in the initially high teacher ratings given after pre-student teaching. Students were more conservative in their pre-student teaching self-reports and then showed growth in all classroom management variables, individual and group.

Contrary to student self-report data which reported the least increase in the most difficult classroom management variable, the teacher data evidence the largest mean difference for that same variable. (See Appendix Table 15)

The answer to the third research question regarding the degree of improvement in classroom management skills is a bit more complicated than

were the answers to the first two research questions. Students perceived themselves as making significant progress on all ten individual classroom management variables as well as the group variable comprised of those ten. Teachers rated these same students significantly higher after student teaching on only three of the seven individual classroom management variables they evaluated and did not rate them significantly higher on the group variable, "classroom management."

Students reported their least progress on a "difficult" variable, V 47, while teachers reported the greatest progress for students on this same variable, V 47.

Students reported significant degrees of progress on two other "difficult" variables, V 46 and V 50, while teachers did not rate them significantly higher after student teaching on either of these variables.

The reader is reminded that these are two different teacher populations and that teacher means for these individual classroom management variables were higher than student means in 16/17 such comparisons, and significantly higher in seven (4/7 at the pre-student teaching level and 3/10 at the student teaching level).

Students, then, rated themselves more modestly in the beginning and perceived themselves as making greater progress than teachers who ranked students higher at both points with less progress in the interim.

DISCUSSION

There are four conflicts in the assessment of competency in classroom management which merit discussion:

1. Between student self-reported competency in classroom management and the reality of performance by student teachers and beginning teachers

2. Between teacher ratings and student ratings of competency in classroom management
3. Between students' immediate and long range needs in the area of classroom management
4. Between new knowledge and the current state of instruction in the area of classroom management

The first and second conflicts flow directly from this research study. The first conflict was resolved to a considerable degree by data demonstrating that although the group variable, "classroom management" was indeed ranked relatively high by students, compared to seven other groups of instructional competencies, for the ten individual items comprising that group score, the students consistently discriminated three as difficult to master and rated themselves relatively lower on these items. The remaining seven are sufficiently general or ambiguous that students perceive them as easier to master, and in fact may master them, yet still have classroom management problems in field placements. The real crux of success in classroom management lies in behaviors closely associated with the three "difficult" items which the students recognized in self-reports.

The second conflict was based upon the hypothesis that if students rated themselves unrealistically high, the teachers' ratings would disagree with student ratings. Both the condition and the hypothesized consequence have been rejected. The student were shown to be realistic and discriminating in self-reports, and, more surprising than the initially unexplained relatively high student self-ratings, the teachers rated students consistently higher than the student rated themselves, both in group and individual item scores, and across the range of "easy", "moderate," and "difficult" items.

They were in perfect agreement with students on the identification of the three most difficult skills. (See Appendix Table 13)

The third and fourth conflicts relate to the instructional implications of the study. A large part of the anxiety about student teaching derives from the, "What will I do...?" syndrome. Students want and need immediate solutions to immediate problems. At the same time university instructors aim to having students develop a rich repetoire of strategies as a resource for many kinds of problems. There is no easy resolution of this conflict. The continuing tension must be recognized, however, and attended to in instruction or neither the immediate nor the long range goals will be realized.

The final conflict is a generic one, perhaps more of a dissonance or a gap than a conflict: the difference between new knowledge and the current state of instruction. This is a good news-bad news situation. The good news is the exciting wealth of new theories and materials on discipline and classroom management. The bad news is that not enough of it is reaching the pre-service teachers during their training. Today we read about a continuum of approaches to classroom discipline so broad it encompasses approaches classified as Instruction/Organization, supported by Madeline Hunter, Carl Wallen, Johanna Lemlech, Carolyn Evertson and Jere Brophy; Interactive/Interpersonal, supported by Carl Rogers, Tom Gordon, William Purkey, Richard Schmuck, and Curwin and Fuhrman; Problem Solving, supported by William Glasser, Frank Maple and Tom Gordon; Behavioristic, supported by Hill Walker, Wesley Becker and Daniel O'Leary; and Behaviorism/Punishment, supported by Lee Carter and James Dobson (Jones, 1982).

NSSE dedicated its 1979 yearbook to the topic of classroom management with excellent articles discussing such topics as power and authority; direct and indirect influence and control; and tradition, charisma, expertise and legality as modes of authority (Spady & Mitchell, 1979). The lead article by Johnson & Brooks presents a sophisticated model of classroom management which demonstrates why classroom management skills are not easily mastered.

Educational Testing Service in 1983 produced a monograph on classroom management which defines some 60 classroom management strategies, classifies them into eight categories, and indicates for each one whether empirical evidence supports that strategy, condems it, or whether no empirical evidence exists. The researchers and supporters of each are also identified. (Wever, et al, 1983). A nine-page bibliography attests to the ample resources now available in this field.

Historically, our response to student needs was simply conventional wisdom and personal experiences handed down from supervising teacher and university instructor/supervisor to student teacher. As more specific methods were developed they were presented in a session or two of methods or educational psychology courses or student teaching seminars. Now there are complete courses in behavior modification in Psychology departments. With the advent of the taxonomy evident in the ETS publication, it is clear that more systematic approaches to such instruction are essential. Unfortunately, while some universities now require a three credit course in classroom management, others are constrained by limitations on education credits, and all students are pressured by a continually expanding teacher education curriculum. This only proves that creative planning and persuasive efforts

are essential to the improvement of curriculum in the classroom management area. Nor are students alone in their needs. University instructors, supervising teachers and principals alike must increase their own knowledge in this field in order that students may gain 1) a better conceptual framework within which to study the immediate problems which so greatly concern them (a better theoretical base); 2) more resources to draw upon in solving their immediate problems (practical solutions); and 3) better informed mentors to help them analyze their own needs, values and styles, to realize their choices, and to recognize their progress in mastering their skills in this critical area of classroom management.

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APPENDIX

Tables 7-16

TABLE 7

DESCRIPTIVE STATISTICS: MEANS FOR INSTRUCTIONAL COMPETENCY GROUPS AS RANK ORDERED BY TEACHERS AND STUDENTS AFTER PRE-STUDENT TEACHING AND AFTER STUDENT TEACHING

VAR	COMPETENCY GROUPS (ITEM N)	T/PRE-ST TCHG R.O.	T/PRE-ST TCHG MEAN	S/PRE-ST TCHG R.O.	S/PRE-ST TCHG MEAN	T/ST TCHG R.O.	T/ST TCHG MEAN	S/ST TCHG R.O.	S/ST TCHG MEAN
067	CLASSROOM MANAGEMENT (10)	2	3.9958	1	3.5931	2	4.2529	1	4.1057
068	STUDENT GUIDANCE & SERVICES (4)	3	3.8955	2	3.5313	3	4.1782	3	4.0262
061	PLANNING (2)	5	3.0435	4	3.4514	1	4.2816	4	4.0230
064	MATERIALS & EQUIPMENT (4)	1	4.1304	3	3.4861	5	4.0383	2	4.0661
063	EVALUATION (5)	4	3.4357	7	3.2944	4	4.0621	5	3.9264
062	GOALS & OBJECTIVES (3)	6	2.7681	5	3.4259	6	4.0077	6	3.8161
066	METHODS (19)	-	-	6	3.3056	7	3.3189	7	3.8106
065	ACTIVITIES & CONTENT (7)	7	1.9246	8	3.1329	8	2.6251	8	3.7336

S - STUDENT
T - TEACHER

Base: 54 items in S/PST, S/ST
53 items in T/ST
23 items in S/PST

1984 data

TABLE 8

PAIRWISE COMPARISONS OF PRE-STUDENT TEACHERS' (N=72) INSTRUCTIONAL COMPETENCY:

TEACHER REPORTS AND SELF REPORTS FOR 23 INDIVIDUAL ITEM

AND 7 GROUP VARIABLES (V500* V200)

VAR*	MEAN	DIFF	FAVORS	STD DEV	T-STAT	SIG*	COMPETENCY STATEMENT (GROUP)
T502	2.4030	-.97015	S	1.7230	-4.6088	.0000	PLAN UNITS (PLANNING)
S202	3.3731						
T505	2.7681	-.59420	S	1.7005	-2.9026	.0050	SET/SELECT GOALS/OBJECTIVES APPROPRIATELY... (GOALS & OBJECTIVES)
S205	3.3623						
T509	4.1014	.53623	T	1.5008	2.9680	.0041	OBSERVE AND INTERPRET PUPIL BEHAVIOR (EVALUATION)
S209	3.5652						
T517	1.1972	-1.7465	S	.93684	-15.708	.0000	PLAN, CONDUCT FIELD TRIPS (ACTIVITIES & CONTENT)
S217	2.9437						
T518	1.0563	-1.9155	S	.87418	-18.463	.0000	INVITE RESOURCE PEOPLE TO CLASSROOM (ACTIVITIES & CONTENT)
S218	2.9718						
T519	1.5070	-1.7324	S	1.2757	-11.443	.0000	PROVIDE MULTICULTURAL EXPERIENCES (ACTIVITIES & CONTENT)
S219	3.2394						
T520	1.3662	-1.7606	S	1.1271	-13.162	.0000	CONDUCT VALUES CLARIFICATION ACTIVITIES (ACTIVITIES & CONTENT)
S220	3.1268						
T521	1.8116	-1.3043	S	1.3207	-8.2038	.0000	CONDUCT CLASS MEETINGS (ACTIVITIES & CONTENT)
S221	3.1159						

N - 72
S - STUDENT
T - TEACHER

1984 data

*Eleven of the 23 individual item comparisons were not statistically significant and are not listed here. The group variable, "Methods", was not rated at this time by teachers. The computer numbering of variables differs from the numbering on the forms actually used in the evaluation procedures.

TABLE 8, CONT

PAIRWISE COMPARISONS OF PRE-STUDENT TEACHERS' (N=72) INSTRUCTIONAL COMPETENCY:

TEACHER REPORTS AND SELF REPORTS FOR 23 INDIVIDUAL ITEM

AND 7 GROUP VARIABLES (V500* V200)

VAR*	MEAN	DIFF	FAVORS	STD DEV	T-STAT	SIG*	COMPETENCY STATEMENT (GROUP)
T542 S242	4.5072 3.8261	.68116	T	1.2660	4.4693	.0000	DEVELOP, MAINTAIN EFFECTIVE RAPPORT WITH PUPILS. (CLASSROOM MANAGEMENT & ENVIRONMENT)
T543 S243	4.1176 3.6471	.47059	T	1.1391	3.4066	.0011	STIMULATE INTEREST AND ENTHUSIASM (CLASSROOM MANAGEMENT & ENVIRONMENT)
T548 S248	4.4648 3.7606	.70423	T	1.3136	4.5173	.0000	FOLLOW CLASSROOM AND/OR SCHOOL RULES AND STANDARDS (CLASSROOM MANAGEMENT & ENVIRONMENT)
T550 S250	3.8000 3.4154	.38462	T	1.4758	2.1012	.0396	REINFORCE GOAL RELATED BEHAVIOR (CLASSROOM MANAGEMENT & (ENVIRONMENT)
T561 S261	3.0435 3.4348	-.39130	S	1.4396	-2.2578	.0272	PLANNING
T562 S262	2.7681 3.4589	-.69082	S	1.6601	-3.4566	.0009	GOALS & OBJECTIVES
T564 S264	4.1304 3.4674	.66304	T	1.4431	3.8167	.0003	MATERIALS & EQUIPMENT
T565 S265	1.9246 3.1329	-1.2083	S	.96728	-10.600	.0000	ACTIVITIES & CONTENT
T567 S267	3.9958 3.5931	.40278	T	1.0209	3.3478	.0013	CLASSROOM MANAGEMENT

N - 72
S - STUDENT
T - TEACHER

1984 data

*Eleven of the 23 individual item comparisons were not statistically significant and are not listed here. The group variable, "Methods", was not rated at this time by teachers. The computer numbering of variables differs from the numbering on the forms actually used in the evaluation procedures.

TABLE 8, CONT

PAIRWISE COMPARISONS OF PRE-STUDENT TEACHERS' (N=72) INSTRUCTIONAL COMPETENCY:

TEACHER REPORTS AND SELF REPORTS FOR 23 INDIVIDUAL ITEM

AND 7 GROUP VARIABLES (V500* V200)

VAR*	MEAN	DIFF	FAVORS	STD DEV	T-STAT	SIG*	COMPETENCY STATEMENT (GROUP)
T563	3.4357	.12143		1.1739	.86548	.3898	EVALUATION
S263	3.3143					NS	
T568	3.8955	.32463		1.6725	1.5887	.1169	STUDENT GUIDANCE & SERVICES
S268	3.5709					NS	

N - 72
S - STUDENT
T - TEACHER

1984 data

*Eleven of the 23 individual item comparisons were not statistically significant and are not listed here. The group variable, "Methods", was not rated at this time by teachers. The computer numbering of variables differs from the numbering on the forms actually used in the evaluation procedures.

TABLE 9

RANK ORDER OF MEAN DIFFERENCES IN PAIRWISE COMPARISONS OF PRE-STUDENT TEACHERS'

INSTRUCTIONAL COMPETENCY, TEACHER AND SELF REPORTS (V500* V200)

VAR* (23 Ind)	MEAN DIFFERENCE (5 pt. scale)	SIG	FAVORS	COMPETENCY GROUP
18.	1.9155	.0000	S	ACTIVITIES & CONTENT (RESOURCE PEOPLE)
20.	1.7606	.0000	S	ACTIVITIES & CONTENT (VALUES CLARIFICATION)
17.	1.7465	.0000	S	ACTIVITIES & CONTENT (FIELD TRIPS)
19.	1.7324	.0000	S	ACTIVITIES & CONTENT (MULTICULTURAL EXPERIENCE)
21.	1.3043	.0000	S	ACTIVITIES & CONTENT (CLASS MEETINGS)
2.	.97015	.0000	S	PLANNING (UNITS)
48.	.70423	.0000	T	CLASSROOM MANAGEMENT (SCHOOL RULES, STANDARDS)
42.	.68116	.0000	T	CLASSROOM MANAGEMENT (RAPPORT WITH PUPILS)
5.	.59420	.0050	S	GOALS & OBJECTIVES (SET, SELECT APPROPRIATELY)
9.	.53623	.0041	T	EVALUATION (OBSERVE, INTERPRET PUPIL BEHAVIOR)
43.	.47059	.0011	T	CLASSROOM MANAGEMENT (STIMULATE INTEREST, ENTHUSIASM)
50.	.38462	.0396	T	CLASSROOM MANAGEMENT (REINFORCE GOAL RELATED BEHAVIOR)
VAR (8 GROUPS)				
65.	1.2083	.0000	S	ACTIVITIES & CONTENT
62.	.69082	.0009	S	GOALS & OBJECTIVES
64.	.66304	.0003	T	MATERIALS & EQUIPMENT
67.	.40278	.0013	T	CLASSROOM MANAGEMENT
61.	.39130	.0272	S	PLANNING
63.	.12143	.3898NS	T	EVALUATION
68.	.32463	.1169NS	T	STUDENT GUIDANCE & SERVICES
66.	—	—	—	METHODS (Not rated at pre-student teaching level)

N - 72

S - STUDENT

T - TEACHER

1984 data

* - Eleven of the 23 individual item comparisons were not statistically significant and are not reported here.

TABLE 10

PAIRWISE COMPARISONS OF STUDENT TEACHERS' INSTRUCTIONAL COMPETENCY: TEACHER REPORTS AND SELF REPORTS FOR 53 INDIVIDUAL ITEM AND 8 GROUP VARIABLES (V300* V400)

VAR*	MEAN	DIFF	FAVORS	STD DEV	T-STAT	SIG*	COMPETENCY STATEMENT (GROUP)
T301	4.2989	.20690	T	.96615	1.9974	.0489	PLAN LESSONS (PLAN)
S401	4.0920						
T302	4.2644	.31034	T	1.0489	2.7597	.0071	PLAN UNITS (PLAN)
S402	3.9540						
T304	4.0116	.26744	T	1.1420	2.1718	.0327	SET/SELECT CONTENT GOALS (GOALS & OBJECTIVES)
S404	3.7442						
T306	4.1494	.28736	T	.96338	2.7822	.0066	IDENTIFY PUPILS' INSTRUCTIONAL NEEDS (EVALUATION)
S406	3.8621						
T307	4.1494	.24138	T	1.1203	2.0097	.0476	IDENTIFY PUPILS' STRENGTHS & ABILITIES (EVALUATION)
S407	3.9080						
T315	4.1512	.24419	T	1.0051	2.2530	.0268	SELECT, ORGANIZE AND PRESENT CONTENT APPROPRIATELY.... (ACTIVITIES & CONTENT)
S415	3.9070						
T317	1.8235	1.6118	S	.96479	-15.402	.0000	PLAN, CONDUCT FIELD TRIPS (ACTIVITIES & CONTENT)
S417	3.4353						
T318	1.7791	-1.8023	S	1.1664	-14.330	.0000	INVITE RESOURCE PEOPLE TO CLASSROOM (ACTIVITIES & CONTENT)
S418	3.5814						
T319	2.1977	-1.6744	S	1.1925	-13.021	.0000	PROVIDE MULTICULTURAL EXPERIENCES (ACTIVITIES & CONTENT)
S419	3.8721						
T320	2.0581	-1.5349	S	1.3780	-10.330	.0000	CONDUCT VALUES CLARIFICATION EXPERIENCES (ACTIVITIES & CONTENT)
S420	3.5930						

N - 87
S - STUDENT
T - TEACHER

1984 data

*23 of the 53 individual comparisons were not statistically significant and are not listed here.

TABLE 10, CONT

PAIRWISE COMPARISONS OF STUDENT TEACHERS' INSTRUCTIONAL COMPETENCY: TEACHER REPORTS AND SELF REPORTS FOR 53 INDIVIDUAL ITEM AND 8 GROUP VARIABLES (V300* V400)

VAR*	MEAN	DIFF	FAVORS	STD DEV	T-STAT	SIG*	COMPETENCY STATEMENT (GROUP)
T321	2.2805	-1.5488	S	1.2388	-11.321	.0000	CONDUCT CLASS MEETINGS (ACTIVITIES & CONTENT)
S421	3.8293						
T322	4.1882	.23529	T	.89505	2.4237	.0175	TEACH READING (METHODS & STRATEGIES)
S422	3.9529						
T324	4.1059	.22353	T	.99255	2.0763	.0409	TEACH MATHEMATICS (METHODS & STRATEGIES)
S424	3.8824						
T326	3.5238	-.38095	S	1.4962	-2.3335	.0220	TEACH SOCIAL STUDIES (METHODS & STRATEGIES)
S426	3.9048						
T327	2.5714	-.91667	S	1.4579	-5.7626	.0000	TEACH ART (METHODS & STRATEGIES)
S427	3.4881						
T328	1.5783	-1.4940	S	1.3008	-10.464	.000	TEACH MUSIC (METHODS & STRATEGIES)
S428	3.0723						
T329	1.7857	-1.5476	S	1.5861	-8.9427	.0000	TEACH PHYSICAL EDUCATION (METHODS & STRATEGIES)
S429	3.3333						
T330	4.1013	.32911	T	.99642	2.9357	.0044	SELECT AND UTILIZE METHODS/STRATEGIES APPROPRIATELY... (METHODS & STRATEGIES)
S430	3.7722						
T331	3.0706	-1.0118	S	.86594	-10.772	.0000	TEACH, USING DISCUSSION (METHODS & STRATEGIES)
S431	4.0824						
T332	3.0706	-.90588	S	.88133	-9.4763	.0000	TEACH, USING DRILL & PRACTICE (METHODS & STRATEGIES)
S432	3.9765						

N - 87
S - STUDENT
T - TEACHER

1984 data

*23 of the 53 individual comparisons were not statistically significant and are not listed here.

TABLE 10, CONT

PAIRWISE COMPARISONS OF STUDENT TEACHERS' INSTRUCTIONAL COMPETENCY: TEACHER REPORTS AND SELF REPORTS FOR 53 INDIVIDUAL ITEM AND 8 GROUP VARIABLES (V300* V400)

VAR*	MEAN	DIFF	FAVORS	STD DEV	T-STAT	SIG*	COMPETENCY STATEMENT (GROUP)
T333	3.0941	-1.0353	S	.82299	-11.598	.0000	TEACH, USING SMALL GROUP INSTRUCTION (METHODS & STRATEGIES)
S433	4.1294						
T334	2.7176	-1.1176	S	1.1064	-9.3134	.0000	TEACH, USING DISCOVERY/INQUIRY (METHODS & STRATEGIES)
S434	3.8353						
T335	2.2024	-1.5952	S	1.1732	-12.462	.0000	TEACH, USING CLASSROOM LEARNING CENTERS (METHODS & STRATEGIES)
S435	3.7976						
T336	2.9412	-1.0353	S	.96913	-9.8490	0000	TEACH, USING INDIVIDUALIZED INSTRUCTION (METHODS & STRATEGIES)
S436	3.9765						
T337	3.9651	.23256	T	.90325	2.3876	.0192	PROVIDE PUPILS WITH EXPERIENCES WHICH DEVELOP THINKING SKILLS (METHODS & STRATEGIES)
S437	3.7326						
T341	4.3140	.20930	T	.92184	2.1056	.0382	MAINTAIN CLASSROOM ATMOSPHERE IN WHICH PUPILS FEEL COMFORTABLE (CLASSROOM MANAGEMENT & ENVIRONMENT)
S441	4.1047						
T347	4.0814	.27907	T	.92864	2.7868	.0066	EFFECTIVELY ANTICIPATE AND RESPOND TO CLASSROOM MANAGEMENT PROBLEMS (CLASSROOM MANAGEMENT & ENVIRONMENT)
S447	3.8023						
T348	4.5814	.34884	T	.86456	3.7418	.0003	FOLLOW CLASSROOM/SCHOOL RULES & STANDARDS (CLASSROOM MANAGEMENT & ENVRIONMENT)
S448	4.2326						
T351	4.3372	.22093	T	.91267	2.2449	.0274	GUIDE PUPILS IN DEVELOPING POSITIVE SELF-IMAGE (STUDENT GUIDANCE & SERVICES)
S451	4.1163						

N - 87
S - STUDENT
T - TEACHER

1984 data

*23 of the 53 individual comparisons were not statistically significant and are not listed here.

TABLE 10,CONT

PAIRWISE COMPARISONS OF STUDENT TEACHERS' INSTRUCTIONAL COMPETENCY: TEACHER REPORTS AND SELF REPORTS FOR 53 INDIVIDUAL ITEM AND 8 GROUP VARIABLES (V300* V400)

VAR*	MEAN	DIFF	FAVORS	STD DEV	T-STAT	SIG*	COMPETENCY STATEMENT (GROUP)
T354	4.2209	.22093	T	1.0105	2.0274	.0458	WORK TO FULFILL THE AFFECTIVE, SOCIAL-EMOTIONAL NEEDS OF INDIVIDUAL PUPILS (STUDENT GUIDANCE & SERVICES)
S454	4.0000						
T361	4.2816	.25862	T	.92718	2.6017	.0109	PLANNING
S461	4.0230						
T365	2.6207	-1.1128	S	.72745	-14.187	.0000	ACTIVITIES & CONTENT
S465	3.7336						
T366	3.3189	-.49172	S	.64495	-7.1114	.0000	METHODS & STRATEGIES
S466	3.8106						
T362	4.0077	.19157	T	.92151	1.9391	.0558 NS	GOALS & OBJECTIVES
S462	3.8161						
T363	4.0621	.13563	T	.83666	1.5121	.1342 NS	EVALUATION
S463	3.9264						
T364	4.0383	-.02777	S	.88317	-.29337	.7699 NS	MATERIALS & EQUIPMENT
S464	4.0661						
T367	4.2529	.14713	T	.73054	1.8785	.0637 NS	CLASSROOM MANAGEMENT & ENVIRONMENT
S467	4.1057						
T368	4.1773	.15116	T	.90690	1.5457	.1259 NS	STUDENT GUIDANCE & SERVICES
S468	4.0262						

N - 87
S - STUDENT
T - TEACHER

1984 data

*23 of the 53 individual comparisons were not statistically significant and are not listed here.

TABLE 11

RANK ORDER OF MEAN DIFFERENCES IN PAIRWISE COMPARISONS OF STUDENT TEACHERS'

INSTRUCTIONAL COMPETENCY, TEACHER AND SELF REPORTS (V300* V400)

VAR*	MEAN DIFFERENCE (5 pt. scale)	SIG	FAVORS	COMPETENCY GROUP (see previous table for individual statements.)
18.	1.8023	.0000	S	ACTIVITIES & CONTENT (RESOURCE PEOPLE)
19.	1.6744	.0000	S	ACTIVITIES & CONTENT (MULTICULTURAL EXPERIENCE)
17.	1.6118	.0000	S	ACTIVITIES & CONTENT (PLAN, CONDUCT FIELD TRIPS)
35.	1.5952	.0000	S	METHODS & STRATEGIES (CLASSROOM LEARNING CENTERS)
21.	1.5488	.0000	S	ACTIVITIES & CONTENT (CLASS MEETINGS)
29.	1.5476	.0000	S	METHODS & STRATEGIES (PHYSICAL EDUCATION)
20.	1.5349	.0000	S	ACTIVITIES & CONTENT (VALUES CLARIFICATION)
28.	1.4940	.0000	S	METHODS & STRATEGIES (MUSIC)
34.	1.1176	.0000	S	METHODS & STRATEGIES (DISCOVERY/INQUIRY)
33.	1.0353	.0000	S	METHODS & STRATEGIES (SMALL GROUP INSTRUCTION)
36.	1.0353	.0000	S	METHODS & STRATEGIES (INDIVIDUALIZED INSTRUCTION)
31.	1.0118	.0000	S	METHODS & STRATEGIES (DISCUSSION)
27.	.91667	.0000	S	METHODS & STRATEGIES (ART)
32.	.90588	.0000	S	METHODS & STRATEGIES (DRILL & PRACTICE)
26.	.38095	.0220	S	METHODS & STRATEGIES (SOCIAL STUDIES)
48.	.34884	.0003	T	CLASSROOM MANAGEMENT & ENVIRONMENT (RULES)
30.	.32911	.0044	T	METHODS & STRATEGIES (SELECT/UTILIZE APPROPRIATELY...)
02.	.31034	.0071	T	PLANNING (UNITS)
06.	.28736	.0066	T	EVALUATION (I.D. PUPILS'INSTRUCTIONAL NEEDS)
47.	.27907	.0066	T	CLASSROOM MANAGEMENT (ANTICIPATE, RESPOND TO PROBLEMS)
04.	.26744	.0327	T	GOALS & OBJECTIVES (SET, SELECT APPROPRIATELY...)
15.	.24419	.0268	T	ACTIVITIES & CONTENT (SELECT, ORGANIZE, PRESENT CONTENT...)
07.	.24138	.0476	T	EVALUATION (I.D. PUPILS' STRENGTHS, ABILITIES...)
22.	.23529	.0175	T	METHODS & STRATEGIES (READING)
37.	.23256	.0192	T	METHODS & STRATEGIES (PROVIDE PUPIL EXPERIENCE TO DEVELOP THINKING SKILLS)
24.	.22353	.0409	T	METHODS & STRATEGIES (MATHEMATICS)
51.	.22093	.0274	T	STUDENT GUIDANCE & SERVICES (DEVELOP POSITIVE SELF-IMAGE IN PUPIL)
54.	.22093	.0458	T	STUDENT GUIDANCE & SERVICES (FULFILL PUPILS' AFFECTIVE, SOCIAL-EMOTIONAL NEEDS)

N - 87
S - STUDENT
T - TEACHER

1984 data

*23 of the 53 individual comparisons were not statistically significant and are not listed here.

TABLE 11, CONT

RANK ORDER OF MEAN DIFFERENCES IN PAIRWISE COMPARISONS OF STUDENT TEACHERS'

INSTRUCTIONAL COMPETENCY, TEACHER AND SELF REPORTS (V300* V400)

VAR*	MEAN DIFFERENCE (5 pt. scale)	SIG	FAVORS	COMPETENCY GROUP (see previous table for individual statements.)
41.	.20930	.0382	T	CLASSROOM MANAGEMENT, ENVIRONMENT (MAINTAIN COMFORTABLE...)
01.	.20690	.0489	T	PLANNING (LESSONS)
65.	1.1128	.0000	S	ACTIVITIES & CONTENT
66.	.49172	.0000	S	METHODS & STRATEGIES
61.	.25862	.0109	T	PLANNING
62.	.19157	.0558 NS	T	GOALS & OBJECTIVES
68.	.15116	.1259 NS	T	STUDENT GUIDANCE & SERVICES
67.	.14713	.0637 NS	T	CLASSROOM MANAGEMENT & ENVIRONMENT
63.	.13563	.1342 NS	T	EVALUATION
64.	.02777	.1259 NS	S	MATERIALS & EQUIPMENT

N - 87
S - STUDENT
T - TEACHER

1984 data

*23 of the 53 individual comparisons were not statistically significant and are not listed here.

TABLE 12

DESCRIPTIVE STATISTICS: A COMPARISON OF MEANS FOR TEN INDIVIDUAL VARIABLES OF CLASSROOM MANAGEMENT REPORTED BY TEACHERS AND STUDENTS AFTER PRE-STUDENT TEACHING AND AFTER STUDENT TEACHING

CLASSROOM MANAGEMENT VARIABLES	T/PST MEAN	S/PST MEAN	T/ST MEAN	S/ST MEAN
41. MAINTAIN A CLASSROOM ATMOSPHERE IN WHICH PUPILS FEEL COMFORTABLE	3.7826	3.6389	4.2989	4.1047
42. DEVELOP AND MAINTAIN AN EFFECTIVE RAPPORT WITH PUPILS	4.5072	3.8333	4.4368	4.2907
43. STIMULATE INTEREST AND ENTHUSIASM	4.1176	3.6528	4.1839	4.1512
44. MAINTAIN EXPECTATIONS SO THAT MOST CHILDREN ARE ABLE TO MEET THEM	NR	3.5833	4.2759	4.1744
45. MAINTAIN CREATIVE, CLEAN, COMFORTABLE, ATTRACTIVE SURROUNDINGS	NR	3.7778	4.2529	4.2791
46. MAKE TRANSITIONS SMOOTHLY (BETWEEN ACTIVITIES, LESSONS, PHYSICAL MOVEMENTS, PERIODS OF TIME)	NR	3.2778	4.0115	3.8837
47. EFFECTIVELY ANTICIPATE AND RESPOND TO CLASSROOM MANAGEMENT PROBLEMS	3.5714	3.3194	4.0805	3.8023
48. FOLLOW CLASSROOM AND/OR SCHOOL RULES AND STANDARDS	4.4648	3.7500	4.5862	4.2326
49. TAKE PRECAUTIONS NECESSARY TO SAFEGUARD THE HEALTH, SAFETY AND LEGAL RIGHTS OF PUPILS	3.7647	3.6250	4.2414	4.1512
50. REINFORCE GOAL RELATED BEHAVIOR	3.8000	3.4722	4.1609	4.0698

T - TEACHER
S - STUDENT
PST - PRE-STUDENT TEACHING
ST - STUDENT TEACHING
NR - NOT RATED BY TEACHERS AT THIS TIME

1984 data

TABLE 13

DESCRIPTIVE STATISTICS: COMPARATIVE RANK ORDER* OF CLASSROOM MANAGEMENT VARIABLES AS RATED BY TEACHERS AND STUDENTS AFTER PRE-STUDENT TEACHING AND AFTER STUDENT TEACHING

CLASSROOM MANAGEMENT VARIABLES	R.O. 7 VARIABLES T/PST	S/PST	T/ST	S/ST	R.O. 10 VARIABLES S/PST	S/ST	T/ST	R.O. 53/54 VARIABLES S/PST	S/ST	T/ST
41. MAINTAIN A CLASSROOM ATMOSPHERE IN WHICH PUPILS FEEL COMFORTABLE	5	4	3	5	5	7	3	9	10	5
42. DEVELOP AND MAINTAIN AN EFFECTIVE RAPPORT WITH PUPIL	1	1	2	1	1	1	2	2	2	2
43. STIMULATE INTEREST AND ENTHUSIASM	3	3	5	3	4	5	7	7	6.5	14
44** MAINTAIN EXPECTATIONS SO THAT MOST CHILDREN ARE ABLE TO MEET THEM	-	-	-	-	7	4	4	12	5	6
45. MAINTAIN CREATIVE, CLEAN, COMFORTABLE, ATTRACTIVE SURROUNDINGS	-	-	-	-	2	2	5	3	3	8
46. MAKE TRANSITIONS SMOOTHLY (BETWEEN ACTIVITIES, LESSONS, PHYSICAL MOVEMENTS, PERIODS OF TIME)	-	-	-	-	10	9	10	36	32	30
47. EFFECTIVELY ANTICIPATE AND RESPOND TO CLASSROOM MANAGEMENT PROBLEMS	7	7	7	7	9	10	9	34	43	27
48. FOLLOW CLASSROOM AND/OR SCHOOL RULES AND STANDARDS	2	2	1	2	3	3	1	4	4	1
49. TAKE PRECAUTIONS NECESSARY TO SAFEGUARD THE HEALTH, SAFETY AND LEGAL RIGHTS OF PUPILS	6	5	4	4	6	6	6	11	6.5	9
50. REINFORCE GOAL RELATED BEHAVIOR	4	6	6	6	8	8	8	21	13	17

T - TEACHER S - STUDENT PST - PRE-STUDENT TEACHING ST - STUDENT TEACHING
See Table 8 for variable means

*Rank orders are given for comparisons within the seven classroom management variables rated by both teachers and students after pre-student teaching; for comparisons within the ten CM variables rated by students after pre-student teaching and for both teachers and students after student teaching; and for comparisons within the total group (53 or 54) of instructional competencies rated by students after pre-student teaching and by both teachers and students after student teaching.

**Variables 44, 45 and 46 are not rated by supervising teachers after pre-student teaching.

1984 data

TABLE 14

RANK ORDER OF MEAN DIFFERENCES IN PAIRWISE COMPARISONS OF STUDENTS' INSTRUCTIONAL COMPETENCY: SELF REPORTS AFTER PRE-STUDENT TEACHING AND AFTER STUDENT TEACHING*

(54 INDIVIDUAL ITEM AND 8 GROUP VARIABLES, V200* V400)

VAR*	MEAN DIFFERENCE (5 pt. scale)	SIG	COMPETENCY GROUP
12.	.81944	.0000	MATERIALS & EQUIPMENT (FILMS, FILMSTRIPS, LOOPS...)
39.	.71831	.0000	METHODS & STRATEGIES (CHANGE SPONTANEOUSLY)
26.	.70423	.0000	METHODS & STRATEGIES (SOCIAL STUDIES)
21.	.69697	.0000	ACTIVITIES & CONTENT (CLASS MEETINGS)
07.	.65278	.0000	EVALUATION (IDENTIFY PUPILS' STRENGTHS, ABILITIES)
40.	.64789	.0000	METHODS & STRATEGIES (GROUP PUPILS BY PERFORMANCE)
06.	.61111	.0000	EVALUATION (IDENTIFY PUPILS' INSTRUCTIONAL NEEDS)
10.	.61111	.0000	EVALUATION (UTILIZE TEACHER SELF EVALUATION TECHNIQUES)
25.	.60563	.0000	METHODS & STRATEGIES (TEACHING SCIENCE)
19.	.59155	.0000	ACTIVITIES & CONTENT (MULTICULTURAL EXPERIENCE)
08.	.58333	.0000	EVALUATION (WRITE, GIVE TEST/QUIZ/SURVEY)
44.	.57746	.0000	CLASSROOM MANAGEMENT (MAINTAIN EXPECTATIONS CHILDREN CAN MEET)
18.	.56338	.0000	ACTIVITIES & CONTENT (RESOURCE PEOPLE)
30.	.55072	.0000	METHODS & STRATEGIES (SELECT, UTILIZE APPROPRIATELY)
15.	.54930	.0000	ACTIVITIES & CONTENT (SELECT, ORGANIZE, PRESENT CONTENT)
11.	.54167	.0000	MATERIALS & EQUIPMENT (TEXTBOOKS)
46.	.54167	.0000	CLASSROOM MANAGEMENT (TRANSITIONS SMOOTH)
16.	.53521	.0000	ACTIVITIES & CONTENT (SELECT, CONDUCT APPROPRIATELY)
01.	.52778	.0000	PLANNING (LESSONS)
50.	.52778	.0000	CLASSROOM MANAGEMENT (REINFORCE GOALS RELATED BEHAVIOR)
02.	.50000	.0000	PLANNING (UNITS)
38.	.49296	.0000	METHODS & STRATEGIES (MOTIVATE PUPILS)
27.	.47887	.0001	METHODS & STRATEGIES (ART)
24.	.46479	.0000	METHODS & STRATEGIES (MATH)
49.	.45833	.0000	CLASSROOM MANAGEMENT (PUPIL HEALTH, SAFETY)
53.	.45833	.0000	STUDENT GUIDANCE & SERVICES (GUIDE PUPIL RELATION WITH ADULTS)
05.	.45070	.0000	GOALS & OBJECTIVES (SET, SELECT GOALS/OBJECTIVES APPROPRIATELY)
31.	.45070	.0000	METHODS & STRATEGIES (DISCUSSION)

N -72

*51 of 54 individual and all 8 group mean differences favored student teacher self-reports over pre-student self reports; as would be expected. Three were not statistically significant.

1984 data

TABLE 14, CONT

RANK ORDER OF MEAN DIFFERENCES IN PAIRWISE COMPARISONS OF STUDENTS' INSTRUCTIONAL COMPETENCY: SELF REPORTS AFTER PRE-STUDENT TEACHING AND AFTER STUDENT TEACHING*

(54 INDIVIDUAL ITEM AND 8 GROUP VARIABLES, V200* V400)

VAR*	MEAN DIFFERENCE (5 pt. scale)	SIG	COMPETENCY GROUP
45.	.45070	.0000	CLASSROOM MANAGEMENT & ENVIRONMENT (CREATIVE, CLEAN, COMFORTABLE, ENVIRONMENT)
48.	.44444	.0000	CLASSROOM MANAGEMENT & ENVIRONMENT (CLASSROOM/SCHOOL RULES, STANDARDS)
17.	.44286	.0022	ACTIVITIES & CONTENT (FIELD TRIP)
23.	.43662	.0001	METHODS & STRATEGIES (LANGUAGE ARTS)
33.	.43662	.0000	METHODS & STRATEGIES (SMALL GROUP INSTRUCTION)
34.	.43662	.0000	METHODS & STRATEGIES (DISCOVERY/INQUIRY)
43.	.43662	.0000	CLASSROOM MANAGEMENT (STIMULATE INTEREST, ENTHUSIASM)
54.	.43056	.0000	STUDENT GUIDANCE & SERVICES (FULFILL PUPIL AFFECTIVE NEEDS)
37.	.42254	.0002	METHODS & STRATEGIES (DEVELOP PUPIL THINKING SKILLS)
42.	.42254	.0000	CLASSROOM MANAGEMENT (DEVELOP RAPPORT WITH PUPILS)
52.	.41667	.0000	STUDENT GUIDANCE & SERVICES (GUIDE PUPIL RELATION WITH PEERS)
04.	.40845	.0000	GOALS & OBJECTIVES (SET, SELECT CONTENT GOALS/OBJECTIVES)
20.	.40845	.0005	ACTIVITIES & CONTENT (VALUES CLARIFICATION)
22.	.40845	.0002	METHODS & STRATEGIES (READING)
41.	.40845	.0000	CLASSROOM MANAGEMENT (MAINTAIN COMFORTABLE CLASSROOM ATMOSPHERE)
09.	.40278	.0001	EVALUATION (OBSERVE, INTERPRET PUPIL BEHAVIOR)
14.	.40278	.0003	MATERIALS & EQUIPMENT (DUPLICATING)
47.	.40278	.0001	CLASSROOM MANAGEMENT (EFFECTIVELY ANTICIPATE & RESPOND TO CLASSROOM PROBLEMS)
32.	.39437	.0000	METHODS & STRATEGIES (DRILL & PRACTICE)
13.	.38889	.0001	MATERIALS & EQUIPMENT (MANIPULATIVES, GAMES, PUZZLES)
51.	.36111	.0002	STUDENT GUIDANCE & SERVICES (GUIDE PUPIL IN DEVELOPING POSITIVE SELF-IMAGE)
35.	.28169	.0142	METHODS & STRATEGIES (CLASSROOM LEARNING CENTERS)
29.	.19718	.1088 NS	METHODS & STRATEGIES (PHYSICAL EDUCATION)
03.	.15278	.0936 NS	GOALS & OBJECTIVES (ESTABLISH BEHAVIORAL OBJECTIVES)
28.	.11268	.4453 NS	METHODS & STRATEGIES (MUSIC)

N- 72

*51 of 54 individual and all 8 group mean differences favored student teacher self-reports over pre-student self reports; as would be expected. Three were not satistically significant.

1984 data

TABLE 14, CONT

RANK ORDER OF MEAN DIFFERENCES IN PAIRWISE COMPARISONS OF STUDENTS' INSTRUCTIONAL COMPETENCY: SELF REPORTS AFTER PRE-STUDENT TEACHING AND AFTER STUDENT TEACHING*

VAR*	MEAN DIFFERENCE (5 pt. scale)	SIG	COMPETENCY GROUP
63	.57222	.0000	EVALUATION
64	.53819	.0000	MATERIALS & EQUIPMENT
65	.53441	.0000	ACTIVITIES & CONTENT
61	.51389	.0000	PLANNING
67	.46389	.0000	CLASSROOM MANAGEMENT & ENVIRONMENT
66	.44151	.0000	METHODS
68	.41667	.0000	STUDENT GUIDANCE & SERVICES
62	.33796	.0000	GOALS & OBJECTIVES

N - 72

*51 of 54 individual and all 8 group mean differences favored student teacher self-reports over pre-student self reports; as would be expected. Three were not satistically significant.

1984 data

TABLE 15

RANK ORDER OF MEAN DIFFERENCES IN PAIRWISE COMPARISONS OF STUDENTS' INSTRUCTIONAL COMPETENCY: TEACHER REPORTS AFTER PRE-STUDENT TEACHING AND AFTER STUDENT TEACHING (22 INDIVIDUAL AND 7 GROUP VARIABLES, V500* V300)*

VAR*	MEAN DIFFERENCE (5 pt. scale)	SIG	COMPETENCY GROUP
02.	1.8955	.0000	PLANNING (UNITS)
05.	1.3188	.0000	GOALS & OBJECTIVES (SET, SELECT APPROPRIATELY)
06.	1.1176	.0000	EVALUATION (IDENTIFY PUPILS' INSTRUCTIONAL NEEDS)
15.	.94203	.0000	ACTIVITIES & CONTENT (SELECT, ORGANIZE, PRESENT CONTENT)
07.	.88235	.0001	EVALUATION (IDENTIFY PUPILS' STRENGTHS, ABILITIES)
16.	.85484	.0001	ACTIVITIES & CONTENT (SELECT, CONDUCT ACTIVITIES APPROPRIATELY)
01.	.67647	.0018	PLANNING (LESSONS)
20.	.63380	.0001	ACTIVITIES & CONTENT (VALUES CLARIFICATION)
17.	.56338	.0003	ACTIVITIES & CONTENT (FIELD TRIP)
18.	.54930	.0000	ACTIVITIES & CONTENT (RESOURCE PEOPLE)
19.	.53521	.0017	ACTIVITIES & CONTENT (MULTICULTURAL EXPERIENCE)
21.	.48571	.0074	ACTIVITIES & CONTENT (CLASS MEETINGS)
-47.	.48571	.0044	CLASSROOM MANAGEMENT (EFFECTIVELY ANTICIPATE & RESPOND CLASSROOM MANAGEMENT PROBLEMS
-49.	.48529	.0105	CLASSROOM MANAGEMENT (SAFEGUARD PUPIL HEALTH, SAFETY)
-41.	.47826	.0200	CLASSROOM MANAGEMENT (MAINTAIN CLASSROOM ATMOSPHERE PUPILS COMFORTABLE)
10.	.46970	.0468	EVALUATION (UTILIZE TEACHER SELF EVALUATION TECHNIQUES)
50.	.30769	.1305 NS	CLASSROOM MANAGEMENT (REINFORCE GOAL RELATED BEHAVIOR)
54.	.29851	.1005 NS	STUDENT GUIDANCE & SERVICES (WORK TO FULFILL PUPIL AFFECTIVE NEEDS)
09.	.15942	.3869 NS	EVALUATION (OBSERVE & INTERPRET PUPIL BEHAVIOR)
48.	.15493	.2768 NS	CLASSROOM MANAGEMENT (FOLLOW CLASSROOM/SCHOOL RULES, STANDARDS)

N - 72

*The reader is cautioned to be conservative in drawing any conclusions from these data, since the two teacher groups are different populations. All significant differences favor teacher ratings of student teachers over pre-student teachers, as would be expected.

1984 data

TABLE 15, CONT

RANK ORDER OF MEAN DIFFERENCES IN PAIRWISE COMPARISONS OF STUDENTS' INSTRUCTIONAL COMPETENCY: TEACHER REPORTS AFTER PRE-STUDENT TEACHING AND AFTER STUDENT TEACHING (22 INDIVIDUAL AND 7 GROUP VARIABLES, V500* V300)*

VAR*	MEAN DIFFERENCE (5 pt. scale)	SIG	COMPETENCY GROUP
43.	.05882	.7265 NS	CLASSROOM MANAGEMENT (STIMULATE INTEREST & ENTHUSIASM)
42.	.04347	.7801 NS	CLASSROOM MANAGEMENT (DEVELOPE, MAINTAIN EFFECTIVE RAPPORT WITH PUPILS)
61	1.2609	.0000	PLANNING
62	1.2464	.0000	GOALS & OBJECTIVES
65	.63492	.0000	ACTIVITIES & CONTENT
63	.62143	.0000	EVALUATION
68	.23507	.1896 NS	STUDENT GUIDANCE & SERVICES
67	.22778	.0638 NS	CLASSROOM MANAGEMENT
64	.10628	.5971 NS	MATERIALS & EQUIPMENT

(METHODS NOT RATED BY TEACHERS AFTER PRE-STUDENT TEACHING)

N - 72

*The reader is cautioned to be conservative in drawing any conclusions from these data, since the two teacher groups are different populations. All significant differences favor teacher ratings of student teachers over pre-student teachers, as would be expected.

1984 data

TABLE 16

COMPARISON OF RANK ORDERING OF MEAN GAINS FOR 8 GROUP VARIABLES OF INSTRUCTIONAL COMPETENCY (FROM FINAL PRE-STUDENT TEACHING AND FINAL STUSENT TEACHING REPORTS) BY STUDENTS AND TEACHERS

	R.O.	GROUP VAR	MEAN DIFFERENCES	SIG
STUDENT SELF-REPORTS (Knowledge)				
	1	Evaluation	.57222	.0000
	2	Materials & Equipment	.53819	.0000
	3	Activities & Content	.53441	.0000
	4	Planning	.51389	.0000
	5	Classroom Management	.46389	.0000
	6	Methods	.44151	.0000
	7	Student Guidance, Services	.41667	.0000
	8	Goals & Objectives	.33797	.0000
TEACHER REPORTS (Demonstration)*				
	1	Planning	1.2609	.0000
	2	Goals & Objectives	1.2464	.0000
	3	Activities & Content	.63492	.0000
	4	Evaluation	.62143	.0000
	5	Student Guidance, Services	.23507	.1896 NS
	6	Classroom Management	.22778	.0638 NS
	7	Materials & Equipment	.10628	.5971 NS

COMPARISON OF R.O.:	ST	TCHR	
	1	4	Evaluation
	2	7	Materials & Equipment
	3	3	Activities & Content
	4	1	Planning
	5	6	Classroom Management
(6)	-	-	Methods
(7)	6	5	Student Guidance, Services
(8)	7	2	Goals & Objectives

*Caution must be exercised in drawing conclusions from teacher data, since the two teacher reports are from different populations. "Methods" was not rated by teachers after pre-student teaching.

1984 data